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ABSTRACT

Presented in this report are the results of a survey of the adult population of Illinois concerning their educational activities. Activities included lessons, classes, workshops, courses, or training sessions. The activities are classified by institutions and organizations (both educational and noneducational in nature), by location, and by specific time and day of the week. "Adults" were defined as any individual 18 years or older. The report is divided into seven sections. The first discusses the purposes of the study and its design. The second section provides a description of the characteristics of the participants. Sections three through six describe the influence of demographic and participation characteristics on different types of participation. The final section presents an overview of the results and conclusions of the study. (JD)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

REPORT ON THE 1978-79 SURVEY OF ADULT LEARNERS

During the summer and fall of 1979, the Survey Research Laboratory, a research unit of the University of Illinois, conducted a survey of the adult population of the State concerning their educational activities during the preceding year. The survey was jointly sponsored and developed by the Board of Higher Education, the State Board of Education, and the State Advisory Council on Adult, Vocational and Technical Education. The sample was expanded from a similar study done two years ago by the three agencies. The current report goes beyond that which was previously submitted to the Board by analyzing the influence of demographic and participation characteristics on the decision to participate in various learning opportunities.

The attached report is divided into seven sections. The first discusses the purposes of the study and its design. The second section provides a description of the characteristics of participants. Sections three through six describe the influence of demographic and participation characteristics on different types of participation. The final section presents an overview of the results and conclusions of the study, and can be read as an executive summary of the entire report.

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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I. INTRODUCTION AND BACKGROUND

This report concerns the second of two surveys of the Illinois adult population. These surveys were designed to discover what percentage of the adult population engages annually in structured educational activities.

Such activities may include lessons, classes, workshops, courses, or training sessions. These activities are offered by institutions and organizations, both educational and non-educational in nature, at a particular location, at a specific time and day of the week. There may or may not be a charge for this instruction; it may or may not be for "credit"--applicable toward completion of the requirements for a certificate, diploma, or degree. The instruction, obviously, will be taken for a variety of reasons.

These surveys concern "adults", defined as any individual 18 years or older. Therefore, the study is much more than a description of the educational activities of college-age youth.

The two surveys were sponsored by three state agencies: the Illinois Board of Higher Education, the Illinois State Board of Education, and the State Advisory Council for Adult, Vocational and Technical Education. These agencies shared the cost of conducting the surveys, analyzing the data and compiling this report.

The purpose of this study was to examine the following questions:

1) What are the demographic barriers to participation by adults in learning activities?
2) What are the programmatic barriers to such participation?
3) What are the characteristics of participation?, and
4) What do adults anticipate doing vis-a-vis education in the next year?

The results of the first survey were presented to the Joint Education Committee and the three agency boards in September, 1978. The first survey concerned educational activities for the period from May, 1975, to May, 1977. It also concerned future educational plans for the year 1978.

The second survey, reported herein, was conducted during 1979, regarding educational activities in the 1978-79 year, and educational plans for 1980.

Both surveys were developed and conducted by Survey Research Laboratory, a research unit of the University of Illinois. The surveys were done by telephone and involved techniques designed to secure a valid statewide cross section of adults. In the most recent survey, 4,003 telephone interviews were completed. The first survey contacted 2,006 adults.

While it is not the purpose of this report to compare extensively the two surveys, the responses appear to be similar. For example, both surveys indicate that one-third of the adult population, at any given time, engages in some form of formal, institution-sponsored learning.

It is important to note that neither survey deals with self-instruction, which undoubtedly is an important and extensive form of learning. Self-instruction refers to those instances in which an individual learns as a result of his/her own reading, research, or informal arrangement with a skilled mentor or teacher.

The first question of the survey was--

> "During the past year, have you taken any lessons, classes, workshops, courses, or apprenticeship training at home, at a school, at work, at a church, or any other place? (Subjects might have concerned hobbies and recreation, your work or profession, agriculture, religious studies, a foreign language, home and family life, or things like that.)"

If the person responded that he or she was a participant, information was sought concerning the type of educational activity in which he or she participated, who offered instruction, why was instruction taken, and various other characteristics of the participation.

All of the 4,003 persons surveyed--those who participated and those who did not--were asked some basic demographic questions. Approximately 40% of the sample were men. The median age of the sample was 42 and the median income was in the range of $15,00-$25,000. Statistical samples were drawn from residents of the City of Chicago, residents of the Chicago collar communities, residents of the other Standard Metropolitan Statistical Areas (SMSA) (e.g., Peoria, Rockford and Springfield) and residents of three major rural areas of the state - southern Illinois, west central Illinois, and northwestern Illinois. Approximately 85% of the sample was White, 11% Black, 2% Latino, 1% Oriental/Filipino, 0.3% American Indian, and the remainder being "other" or refusing to answer.

This is a preliminary report that: 1) presents in some detail the characteristics of participants, 2) described the differences between participants and non-participants, credit and non-credit students, full and part-time students, and students in different types of institutions and, 3) presents major conclusions and next steps. Follow-up analyses that focus on the relationship between program availability and participation will be carried out during the next several months.

II. A DESCRIPTION OF THE PARTICIPANTS

During the 1978-1979 year 1171 adults, representing 29.3% of the sample, indicated that they had participated in some form of educational activity. Since some of these persons engaged in learning activities in more than one educational setting, data on 1350 different instances of participation were obtained.

The educational activities varied across a wide range of institutions. To illustrate the point, the following are the major organizations and institutions that provided instruction:

-Illinois public and private two-year colleges	17.1%
-Illinois private senior institutions	12.2%
-Illinois public senior institutions	10.2%
-Non-Collegiate institutions including	50.5%
.Business (9.6%)	
.Churches, (6.1%)	
.High Schools (3.8%)	
.Professional Associations (3.6%)	
.Hospitals (3.3%)	
.Private Tutors or Teachers (2.4%)	
.Other, e.g., martial arts schools and military schools (31.7%)	

The vast majority of adult educational activities in Illinois took place in institutions other than those of traditional higher education. The topics studied are equally diverse as can be seen below:

Business, management and related technologies	18.9%
Health professions and related technologies	9.1%
Fine and applied arts	8.4%
Letters (literature, English, philosophy, etc.)	6.4%
Education	6.0%
Mechanics and Engineering technologies	5.8%

The remaining topics included such studies as theology, data processing, military science, natural sciences, General Educational Development review, speed reading, palmistry, law enforcement, family living, and sailing.

Where did people study? Three and one half percent of the instances of participation took place by correspondence. Approximately 35% took place on an institutional campus or extension. Private business facilities and hotels accounted for 28.4% of the locations of participation, public schools accounted for 10% of the sites and churches accounted for an

additional 6.1%. The remaining instances of instruction were at places such as museums, libraries, parks, and hospitals.

People lived primarily at home while they studied (82.4%). Only 4.4% lived in dormitories and 4.7% rented to be near the place of instruction. The remainder made other arrangements, such as living with relatives or friends.

Regarding the distance traveled one way to instruction, the median was 6 miles. Approximately 75% of the participants in learning activities traveled less than 15 miles. Less than 19% traveled 25 or more miles.

Regarding the time spent in instruction, 50% took 8 weeks or less of instruction and spent 6 hours or less per week in the classroom situation. Most instances of instruction took place during the weekdays. Evening classes were the most popular and accounted for 40% of learning activities. This is in line with the time of day during which people said they wished to study. It should be noted that of the respondents who indicated that they would like to study next year, nearly 87% said they would do so on a part-time basis. Only 12.9% of the 1350 instances of instruction accounted for by the 1171 participants were full-time.

Of those who received instruction in 1978-1979, 40.9% received academic credit. Of this group, 75% indicated that they were seeking some sort of degree or certificate. The certificates or degrees they sought were as follows:

-High school diploma or GED	8.3%
-Associate degree	12.3%
-Bachelor's degree	38.3%
-Master's degree	11.8%
-Law, Medical, or Doctoral degree	5.0%
-Other (e.g., pilots license)	24.3%
	100.0%

How much did the instruction cost? Fifty percent of participants said that their total costs were less than $175. But the student did not pay all costs. The costs were paid by five major groups:

-the student	39.5%
-student's family	22.1%
-student's employer	21.4%
-scholarships/grants	13.2%
-other	3.8%

Why did people take instruction? Half of all instances of instruction were taken for job or career reasons, e.g., to get a job, a promotion and/or raise. An additional 39% were taken because of a personal interest and the remainder were taken simply to obtain some degree or certificate.

When all persons surveyed were asked whether or not they intended to participate in 1979-1980, 28.1% indicated that they were very likely to participate--a number similar to the 29.3% participation rate in 1978-1979; and 15.4% said they were somewhat likely to participate. Yet, 56.5% said they were not likely to participate.

One important reason for doing this study was to determine if there are barriers to participation such as program availability, commuting distance, and cost of instruction. When the 56.5% not likely to participate were asked "why not?", the following responses were given:

-no need, no interest	38.2%
-distance, lack of transportation, cost	1.9%
-desired classes unavailable	.4%
-lack of time	25.0%
-too old	16.3%
-other (e.g., "too dumb", "too sick")	18.2%

Thus, most people who were not likely to engage in educational activities in 1979-1980 were not knowingly precluded from doing so by any reason other than their own desires. However, of this group not intending to participate, at least 2.3% had some interest in doing so but determined that they could not for reasons of distance, cost, or program availability.

Men and women seem to participate at the same rate. About 30% of Whites participate as do 22% of Blacks, 31% of Latinos, 35% of Oriental/Filipinos, and 9% of American Indians. The median income of participants is in the range of $15,000-25,000. Approximately 6% of participants had less than a high school education while the median education level was two years beyond high school. Approximately 19% had some education beyond college.

Where did the participants live? Approximately 23% lived in the City of Chicago, 31% in the Chicago collar communities, 27% in other Standard Metropolitan Statistical Areas (SMSA's) (such as Rockford, the Quad-Cities and Peoria) and 19% in the three larger rural areas of the state -- southern Illinois, central Illinois, and northwestern Illinois.

In an attempt to go beyond describing the characteristics of participants, the next sections of the report describe the statistically significant relationships of participation characteristics to various types of participation. Four analyses are described in the following sections of this report. The first examines the influence that age, sex, race, education level, income, and geographic location have on the decision to participate in learning as an adult. The next section attempts to see whether these same demographic characteristics determine whether a person attends a non-collegiate, two-year, private senior or public senior institution. In addition, the analysis details the influence that various other participation characteristics--full time versus part time participation, credit/non-credit, reasons for participating, distance traveled, and living arrangements while studying--have on the decision to participate. The final two sections deal with the influence of demographic and other participation characteristics on full or part-time study and on credit or non-credit study.

III. DIFFERENCES BETWEEN PARTICIPANTS AND NON-PARTICIPANTS

Knowing the characteristics of participants from the preceding section, it was thought useful to compare the demographic characteristics--age, sex, race, income, education levels, and geographic locations--of participants and non-participants to determine whether there was a "type" of person who would participate and a "type" of person who would not.

The median age of the sample was 42 while the median age of participants was 33. Table I illustrates the distribution of ages by participants and non-participants.

TABLE I

AGE OF PARTICIPANTS/NON-PARTICIPANTS

	18-20	21-25	26-30	31-35	36-40	41-45
Participants	51%	38%	45%	42%	36%	29%
Non-Participants	49%	62%	55%	58%	64%	71%
% of TOTAL	4.5%	11.7%	12.2%	10.8%	9.6%	7.4%

	46-50	51-55	56-60	61-65	65+
Participants	28%	22%	20%	10%	7%
Non-Participants	72%	78%	80%	90%	93%
% of TOTAL	6.8%	6.6%	7.6%	6.9%	15.9%

As is seen in Table 1, as age increases the likelihood of participantion decreases. Approximately 43% of the total sample under age 40 participated while only 17% of those above this age did so.

Table II shows the participation rate by the highest level of education achieved by each person in the sample. It is evident in Table II that the greater the level of education, the greater the likelihood of participation in learning activities. There is one exception to this, however. Both the participation rates of age group 21-25 and the education level group 16 (completed

college) are not as high as might be expected if the patterns of the tables were strictly followed. It is possible to conjecture the following regarding this phenomena: persons in the 21-25 year old group who have recently completed college are more inclined to go into the work force than to continue their education. The remaining demographics - sex, income, race and geographic location were not found to play a major part in distinguishing between participants and non-participants.

TABLE II

HIGHEST EDUCATION LEVEL OF PARTICIPANTS/NON-PARTICIPANTS

	Less Than 8	9	HIGH SCHOOL 10	11	12	13	COLLEGE 14	15	16
Participant	4%	8%	10%	18%	22%	47%	47%	51%	46%
Non-Participant	96%	92%	90%	82%	78%	53%	53%	49%	54%
% of TOTAL	11.4%	2.7%	5.0%	2.7%	40.0%	6.6%	8.7%	3.8%	11.1%

	Some Graduate School	Completed Graduate School
Participant	64%	65%
Non-Participant	36%	35%
% of TOTAL	2.6%	5.7%

The cumulative effects of the demographic differences between participants and non-participants are only slight. That is, when the difference was analyzed statistically, it was found that the demographic differences explained only 18% of the total distinction between participants and non-participants. This result is fairly consistent with national findings which determine that demographic influences alone do not contribute very much in the decision to participate in education or not to participate; rather, motivational factors seem to play a greater role in differentiating these two groups. Additionally, the findings of this study are consistent with a recent College Board study[1] which stressed that age and level of education are the most influential of demographics studied in the decision to participate.

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[1] Anderson, Richard and Darkenwald, Gordon; Participation and Persistence in American Adult Education; College Entrance Examination Board, N.Y., 1979

These findings may have a significant effect on participation in future years since two other facts are known: first, the American population is becoming older; that is, longevity is increasing while the birth rate is not now as great as it once was. This fact, coupled with negative correlation between age and participation, would indicate a decline in overall participation rates. Second, the past three decades have resulted in a rise in the median educational level of the total population. This fact, coupled with the positive correlation between level of education and participation, would indicate an increase in overall participation rates. The combined effect of these opposite influences on overall enrollment trends, however, has not been determined but should be further examined as longitudinal data becomes available.

IV. PARTICIPATION IN DIFFERENT EDUCATIONAL SETTINGS

The following four categories of educational setting were examined to determine how participant characteristics varied across the institutions or organizations which sponsored instruction:

1. Non-collegiate institutions including high schools, museums, churches, vocational schools, businesses, and including out-of-state schools and colleges;

2. Illinois two-year colleges, both public and private;

3. Illinois private four-year colleges and universities including private medical, law and theology schools; and,

4. Illinois public universities.

Two sets of characteristics were explored to determine how they varied in these different educational settings: the demographic characteristics--age, sex, race, educational level, income, and residence--and the characteristics of participation--full vs. part-time, credit vs. non-credit, distance traveled, living arrangements during instruction, and reasons given for participating in learning activities. In these comparisons, the 1,350 instances of participation taken by the 1,171 participants were used as the basis for the analyses.

Demographic Differences:

There were not major differences found regarding the race, sex, income, or location of individuals attending these four groups of institutions. However, significant differences were found regarding the age and education levels of persons participating in these different educational settings.

Table 1[illegible] a breakdown by age of persons attending the four different types of institutions sponsoring learning for adults. Non-collegiate institutions gain the majority of their participants from the under 40 age group while the other three types of institutions draw the majority of their participants from the under 30 age group. Participation of adults in education is heavily weighted toward young adults, that is, those under the age of 40. The group of adults over the age of 40 are more inclined to participate in the non-collegiate sector than in traditional higher education. Traditional higher education gains approximately 10% or less of its enrollment from persons over the age of 50.

Table IV is a breakout of the instances of participation at the four types of institutions by the highest level of education of the participants. Approximately 41% of the instances of participation in non-collegiate institutions were accounted for by persons with a high school degree or less, as was the case of 37% of two-year college participants, 8% of private senior college participants, and 13% of public university participants. Table IV shows that a considerable number of non-collegiate sector participants and two-year college participants had not completed high school while very few participating in these two sectors had completed a baccalaureate degree. Private senior institutions draw a more highly educated clientele than the other sectors; 38.4% of participants in private senior institutions have some graduate school experience and 24.4% have completed some level of graduate education. Only 9.6% of participants in two-year colleges have had graduate school experience.

When all demographic characteristics were examined statistically to determine their combined effect on explaining the differences in participation across the four sectors, it was learned that non-collegiate and two-year college participants were similar and public and private institution students were similar. Additionally, it was learned that only 13% of the distinction between these pooled groups (non-collegiate/two-year vs. senior) could be explained by demographic differences. In other words, being man or woman, Black or White, rich or poor, living in a particular area of the state, highly educated or not, or being young or old, has little to do with the type of institution one would attend. But, of all these characteristics, age and education level are the most critical; younger and more highly educated people will probably go to senior institutions rather than non-collegiate institutions or two-year colleges.

Private university students are likely to come from wealthier backgrounds than two-year college students (38% of private senior college students have incomes of over $25,000 while only 23% of two-year college students have incomes of this level). Private university students are also more likely to come from Chicago and the collar communities (63.4%) than from the other SMSA's or rural areas (36.6%).

Differences in the Characteristics of Participation

A comparison was made among the four types of institutions of certain characteristics of participation, i.e., reason for participation, distance traveled to instruction, living arrangements while in school, the full-time or part-time nature of participation, and the credit or non-credit nature of participants. Table V is a presentation of the credit/non-credit distribution across the four types of institutions.

TABLE III

CUMULATIVE PERCENTAGE OF PARTICIPANTS IN EACH AGE GROUP BY TYPE OF INSTITUTION

	18-20	UNDER 25	UNDER 30	UNDER 35	UNDER 40	UNDER 45	UNDER 50	UNDER 55	UNDER 60	UNDER 65		% of TOTAL
Non-Collegiate	4.8	14.9	32.1	49.6	61.5	69.9	78.6	84.9	91.5	95.0	100	60.5
Two-Year College	11.1	27.9	52.2	65.5	77.4	84.5	88.9	92.0	95.1	96.9	100	17.1
Private Senior Institutions	10.5	34.6	52.5	69.7	82.7	88.9	92.0	95.1	97.6	98.2	100	12.2
Public Senior Institutions	10.2	40.9	62.8	75.3	85.5	89.1	93.5	97.1	99.3	99.3	100	10.2
% of TOTAL	7.1	15.1	19.1	16.2	11.8	7.5	6.8	5.1	5.0	2.4	3.9	100%

TABLE IV

CUMULATIVE PERCENTAGE OF PARTICIPANTS IN EACH EDUCATION LEVEL BY TYPE OF INSTITUTION

	GRADE			HIGH SCHOOL				COLLEGE				SOME GRAD. SCHOOL	COMPLETED GRAD. SCHOOL	% of TOTAL
	6	7	8	9	10	11	12	13	14	15	16			
Non-Collegiate	0.2	0.5	2.1	3.0	4.8	7.8	41.4	51.0	61.6	66.3	83.9	88.9	100	60.5%
Two-Year	-	-	1.3	1.7	3.0	4.3	36.9	52.6	74.8	80.0	91.3	94.8	100	17.1%
Private Senior Institutions	-	-	0.6	0.6	0.6	1.2	7.9	17.7	30.5	38.4	61.6	75.6	100	12.2%
Public Senior Institutions	-	-	-	-	1.5	3.7	13.2	21.2	33.6	48.4	73.7	83.2	100	10.2%
% of TOTAL	.06	.14	1.3	0.5	1.5	2.3	27.6	10.4	13.0	6.3	18.2	6.3	12.4	100%

TABLE V

PERCENT OF CREDIT/NON-CREDIT PARTICIPANTS BY TYPE OF INSTITUTION

	CREDIT	NON-CREDIT
Non-Collegiate	11.0%	49.5%
Two-Year Colleges	12.5%	4.6%
Private Colleges & Universities	9.3%	2.9%
Public Colleges & Universities	8.1%	2.1%
% of TOTAL	40.9%	59.1%

As Table V illustrates, 40.9% of all instances of participation were for credit and 59.% were for non-credit. The non-collegiate sector provided a high proportion of the non-credit activities and the two-year colleges provided more credit activity than any other sector. As would be expected, the public and private senior institution are heavily oriented to credit offerings.

Table VI illustrates the reasons which individuals gave for participating in educational activities by the type of institution attended. Most instances of instruction were undertaken for job or career reasons (49.2%), followed by personal interest (38.8%), and the desire to obtain a degree or license (12%). It should be noted, however, that many persons who said they were seeking a degree, probably intended on using the degree for job or career reasons. Though not shown on the table, another way of viewing these data is that fifty-four percent of public university instances of participation were related to job or career interests as were 50% of non-collegiate instances and 45% of both two-year college and private university instances. The majority of instances of participation related to job and career motivation took place in the non-collegiate institution sector due to the fact that most students participated in this sector.

TABLE VI

REASONS FOR PARTICIPATION BY TYPE OF INSTITUTION

	Job/Career	Personal Interest	Obtain Degree
Non-Collegiate Institutions	30.5%	27.2%	2.8%
Two-Year Colleges	7.7%	6.9%	2.5%
Private Senior Colleges and Universities	5.5%	3.1%	3.6%
Public Senior Colleges and Universities	5.5%	1.6%	3.1%
TOTAL	49.2%	38.8%	12.0%

Table VII displays the living arrangements made by people while they were engaged in a learning activity. Most people (82.4%) live at home, 4.8% lived in rented accomodations, 4.4% lived in dormitories, and 8.4% made other arrangements such as staying with relatives and friends. Though not illustrated in the table, of the four groups, private university students are least likely to live at home (only 61% do) while two-year college students are most likely to do so (96%). Public university students are more likely to rent (13.3%) than are students in the other sectors. Private university students are more likely to live in dormitories (17.7%) than are students at other schools. Persons most likely to make "other" arrangements are non-collegiate sector students.

TABLE VII

LIVING ARRANGEMENTS BY TYPE OF INSTITUTION

	LIVE AT HOME	RENT	DORMITORY	OTHER
Non-Collegiate Institution	51.4%	1.0%	1.2%	6.9%
Two-Year Colleges	16.2%	0.9%	-	-
Private Senior Colleges & Universities	7.5%	1.2%	2.2%	1.3%
Public Senior Colleges & Universities	7.3%	1.7%	1.0%	.2%
% of TOTAL	82.4%	4.8%	4.4%	8.4%

Table VIII is a presentation of full-time/part-time distributions among the four types of institutions. Approximately 13% of the instances of participation were full-time, the remainder being part-time. Although not shown on the table, persons in the private university sector are the most likely to be full-time (28.7%) followed by public universities (26.3%) followed by two-year colleges (12.9%) and the non-collegiate institutions (7.3%). Of the full-time students, however, 33.9% are in the non-collegiate setting, 27.3% in the private university setting, 21.2% in public universities, and 17.6% in two-year colleges.

TABLE VIII

FULL/PART-TIME STUDENTS BY TYPE OF INSTITUTION[2]

	Full-Time	Part-Time
Non-Collegiate Institutions	4.5%	55.3%
Two-Year Colleges	2.2%	15.3%
Private Senior Colleges & Universities	3.5%	8.8%
Public Senior Colleges & Universities	2.7%	7.7%
% of TOTAL	12.9%	87.1%

When analyzed to determine if there were significant group differences between the types of institutions based on the characteristics of participation, two distinctions emerged. The first distinction was that non-collegiate students are different from all other students with respect to how they participate. They are likely to be living at home or making 'other' arrangements, are more likely to be non-credit than other students, and are less likely to be seeking degrees or licensure. These participation characteristics, however, statistically account for only 33% of the total difference between non-collegiate participation and all other types of participation.

The second group distinction was between only two of the four types of institutions: private universities and two-year colleges. This distinction is based primarily on the fact that two-year college participation is more likely to be part-time and on the fact that two-year college students do not live in dormitories. However, this rather intuitive distinction explains only 6% of the statistical difference between participation in these two types of institutions.

In summary, then, knowing how a student participates will not allow an observer to predict which of the four types of institutions the student attends. Put another way, none of the characteristics of participation are uniquely descriptive of participation in one type of institution as compared to all other types. The greatest distinction that does exist on the basis of such participation characteristics is primarily useful for distinguishing between the non-collegiate sector and all other sectors.

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[2] Due to rounding of percentages and the number of useable responses, the row totals do not equal those on previous tables.

V. DIFFERENCES IN PARTICIPATION OF CREDIT AND NON-CREDIT STUDENTS

As with the analysis of educational setting, demographic and other characteristics of participation were analyzed to determine whether they were more commonly associated with credit than with non-credit activities.

Demographic Differences

Table IX displays the relationship between credit and non-credit participation by race. The most significant fact revealed in this table is that the White population is more likely to be involved in non-credit activities while minority groups seem more disposed to participate in credit activities. Though not shown on the table, 84% of credit participants are White, 10.1% are Black, 2.2% are Latino, 1.8% are Oriental/Filipinos, .2% are American Indians, and 1.7% are "other".

TABLE IX

RACE BY CREDIT STATUS

	White	Black	Latino	Oriental/ Filipino	American Indian	Other
Credit	34.4%	4.1%	0.9%	0.7%	0.1%	0.7%
Non-Credit	54.0%	3.5%	0.7%	0.4%	-	0.5%
% of TOTAL	88.4%	7.6%	1.6%	1.1%	0.1%	1.2%

Table X is a presentation of the age groups involved in credit and non-credit participation. As might be predicted, the younger the participants, the greater the likelihood of credit instruction. Of the credit participants, 58.3% are under the age of 30 compared to only 30.2% of non-credit participants. Of credit participants only 5.7% are over the age of 50 compared to 22.7% of non-credit participants.

Table XI presents the distribution of the education levels of participants across the credit/non-credit spectrum. Though not seen on the table, persons who have completed some level of education (i.e., completed high school, college, or graduate school) are far more likely to engage in non-credit activities (64.4%) than are persons who have some high school, college, or graduate school (49.3%). This is due to the fact that persons still involved in high school, college, or graduate school probably wish to continue such activities (i.e., credit activities) rather than engage in non-credit activities.

TABLE X

CUMULATIVE PERCENTAGE OF AGE BY CREDIT STATUS

	18-20	UNDER 25	UNDER 30	UNDER 35	UNDER 40	UNDER 45	UNDER 50	UNDER 55	UNDER 60	UNDER 65		% OF TOTAL INSTANCES OF PARTICIPATION
Credit	15.4	37.6	58.3	72.8	83.7	89.0	94.3	97.1	98.2	99.3	100	40.9%
Non-Credit	1.6	12.1	30.2	47.7	60.2	69.3	77.3	83.9	90.5	93.9	100	59.1%
% of TOTAL	7.1	15.1	19.1	16.2	11.8	7.5	6.8	5.1	5.0	2.4	3.9	100%

TABLE XI

HIGHEST EDUCATIONAL LEVEL BY CREDIT STATUS (CUMULATIVE PERCENTAGES)

	HIGH SCHOOL							COLLEGE						% OF TOTAL INSTANCES OF PARTICIPATION
	6	7	8	9	10	11	12	13	14	15	16	SOME GRAD. SCHOOL	COMPLETED GRAD. SCHOOL	
Credit	-	-	0.9	0.9	1.8	5.1	26.3	37.9	54.2	63.6	80.8	88.9	100	40.9%
Non-Credit	0.1	0.3	1.8	2.8	4.7	6.3	38.4	48.0	58.8	62.8	81.9	86.8	100	59.1%
% of TOTAL	0.06	0.14	1.3	0.5	1.5	2.3	27.6	10.4	13.0	6.3	18.2	6.3	12.4	100%

Table XII shows how participants from different areas of the state distribute themselves between credit and non-credit activities. There is no clear or strong relationship evident apart from the fact that Chicago residents seem most inclined to participate in credit activities. It should be noted that the correlation between living in Chicago and being a member of a minority group which is more inclined to credit participation, is relatively high. On the other hand participants living in the Chicago collar community, an area where the highest correlation--though not statistically high--is with Whites, are less inclined toward credit activities.

TABLE XII

GEOGRAPHICAL LOCATION BY CREDIT STATUS

	Chicago	Chicago Collar	Other SMSA's	Rural
Credit	11.0%	11.0%	11.2%	7.7%
Non-Credit	12.1%	19.5%	16.0%	11.5%
% of TOTAL	23.1%	30.5%	27.2%	19.2%

When all the demographic characteristics were statistically analyzed to determine their combined power of predicting whether a person was a credit or non-credit participant, it was found that the combined effect explained only 10% of the difference between credit seeking and non-credit seeking persons. Therefore, the demographic influences analyzed have little impact on the decision to participate in credit or non-credit activities. That is, demographic factors are not, in and of themselves, very good predictors of credit participation.

Differences in Characteristics of Participation

Credit and non-credit participants were different enough on only two characteristics of participation as to warrant review: the settings in which they studied and the full or part-time nature of that instruction.

As was shown in Table V, credit participants most commonly were engaged in the two-year colleges (30.6%) followed by the non-collegiate sector (26.9%), the private colleges and universities (22.7%), and public universities (19.8%). Most non-credit activity occurred in the non-collegiate setting (83.8%).

The distribution of credit and non-credit students by the full or part-time nature of instruction is shown in Table XIII. Only 12.9% of all participation was full time and 40.9% was for credit. Although not shown on the table, 74% of credit participation was part-time, as was 96% of non-credit participation. However, 82.1% of full-time participation was for credit while only 34.8% of part-time study was taken for this reason. These differences in types of participation explain only 32% of the difference between credit and non-credit participation. The majority of the explained difference is due to the type of institution attended and the full or part-time nature of that participation.

TABLE XIII

CREDIT/NON-CREDIT PARTICIPATION BY FULL-TIME/PART-TIME

	Full-Time	Part-Time	% of Total
Credit	10.6%	30.3%	40.9
Non-Credit	2.3%	56.8%	59.1
% of TOTAL	12.9%	87.1%	100%

VI. DIFFERENCES IN PARTICIPATION OF FULL AND PART-TIME STUDENTS

In order to determine whether there was a significant difference between the demographic and participation characteristics of full and part-time students,[3] an analysis was made similar to those conducted for section III through V of this report.

Demographic Differences

No significant differences that would influence full or part-time participation were found regarding sex, income, education levels, or race. Differences affecting the amount of time people spend in instruction were found in the areas of age and geographic location.

Table XIV shows the distribution of full and part-time students by age. It is obvious from the table that the vast majority of full-time activities are accounted for by persons under the age of 30; only 35.8% of part-time activities are accounted for by this age group.

Table XV is a display of the full or part-time nature of instruction taken by students from different geographic locations.

TABLE XV

PERCENTAGE OF FULL AND PART-TIME PARTICIPATION BY GEOGRAPHIC LOCATIONS

	FULL-TIME	PART-TIME	% OF TOTAL
Chicago	4.3%	18.8%	23.1%
Chicago Collar	2.9%	27.6%	30.5%
Other SMSA's	3.3%	23.9%	27.2%
Rural	2.4%	16.8%	19.2%
% of TOTAL	12.9%	87.1%	100.0%

[3]Due to the fact that the survey dealt with diverse educational activities, it was necessary to develop a measure of full-time participation so that comparisons could be made. The measure arrived at defined full-time participation as 360 or more hours of instruction. This definition was based on the calculation that a full-time college student would need to take a minimum of 12 hours of credit for 2 fifteen week semesters to be considered a full-time student for a year. A 12 hour credit load would result in a minimum of 12 clock hours of instruction per week. Thus, 12 clock hours for two 15 week semesters yields 360 hours of instruction in a year.

TABLE XIV

CUMULATIVE PERCENTAGE OF FULL/PART-TIME STUDENTS BY AGE

	18-20	UNDER 25	UNDER 30	UNDER 35	UNDER 40	UNDER 45	UNDER 50	UNDER 55	UNDER 60	UNDER 65		% OF TOTAL PARTICIPANTS BY FULL TIME, PART TIME
Full-Time	28.0	63.4	79.3	90.3	94.6	96.4	97.6	98.8	100	100	100	12.9
Part-Time	4.2	16.1	35.8	52.2	65.3	73.9	81.6	87.2	92.7	95.5	100	87.1
% of TOTAL PARTICIPANTS WITHIN EACH AGE GROUP	7.1	15.1	19.1	16.2	11.8	7.5	6.8	5.1	5.0	2.4	3.9	100

It is seen that Chicago residents participate to a greater degree in full-time educational activities and Chicago collar residents are more inclined to engage in education on a part-time basis. Persons in the rural areas and other SMSA's are practically equal in their rate of full-time participation.

When the demographics were analyzed to determine their combined effect on the difference between full-time and part-time participation it was found that they accounted for only 10% of the distinction. Age was found to be the most critical of all factors in determining full-time participation.

Differences in Characteristics of Participation

Significant differences were found between full and part-time participants on four measures of participation: credit/non-credit participation, distances traveled to place of instruction, living arrangements, and type of institutions attended.

Both type of institution attended and credit/non-credit distinctions were analyzed in previous sections of this report. Table VIII and the accompanying discussion revealed that private university students are most likely to be full-time. Table XIII and its discussion showed that most full-time participation was credit in nature and most part-time participation was in non-credit studies.

Regarding the distance traveled to the place of instruction it was found that part-time students travel almost twice the distance of full-time students. Over 50% of full time students travel 4 miles or less (33% travel only one mile) and 50% of part-time students travel 7 or more miles. Only 9% of full-time students travel 25 or more miles compared to 20.3% of part-time students. Much of this difference is explained by where the student lives. Full-time students are more likely to move into living arrangements that put them close to the place of instruction. Approximately 35% of full-time students move to a location close to the place of instruction while only 15% of part-time students make this sort of living arrangement.

Table XVI shows that full-time students are more likely to rent to be near the place of instruction than are part-time students. However, the majority of persons living in dormitories and making other arrangements are part-time students. Full-time students are most likely to live at home, next most likely to rent, followed by living in dormitories or other settings.

TABLE XVI

LIVING ARRANGEMENTS OF FULL AND PART-TIME STUDENTS

	Live at Home	Rent	Dormitory	Other	% of TOTAL
Full-Time	8.3%	2.5%	1.7%	0.4%	12.9%
Part-Time	74.1%	2.2%	2.7%	8.1%	87.1%
% of TOTAL	82.4%	4.7%	4.4%	8.5%	100%

When all characteristics of participation were analyzed to determine their combined effect on full or part-time participation it was found that these characteristics explained only 14% of the difference between full and part-time students. In other words knowing where a student lives, how far the student travels, the credit or non-credit nature of instruction, the type of institution attended, and the reason for participation, does not explain very much regarding the full or part-time status of participation.

VII. CONCLUSIONS AND NEXT STEPS

At the outset of this report, four questions were posed. The first question concerned demographic barriers to participation. Generally, it was found that demographic characteristics of individuals do not play a large role in either encouraging or discouraging participation. Of the six demographic characteristics analyzed--age, level of education, sex, race, income, and geographic location--the first two were found to be the most important in distinguishing between participants and non-participants. Below are detailed the major findings of the study:

- .Age plays a significant role in 1) the decision of adults to participate in learning activities (younger persons participate at a greater rate than older adults); 2) the decision regarding the type of institution in which to participate (younger persons are more likely than older persons to enroll in traditional higher educational institutions); 3) the decision to seek credit (younger persons are more inclined to seek credit); and, 4) the decision of how much time to spend in education (younger persons are more likely than older persons to be full-time participants).

- .Level of education influences 1) the decision to participate (the higher the education level the greater the chance of participation); 2) the decision relative to the type of institution in which to participate (students with lower levels of education participate most frequently in the non-collegiate and two-year college sectors); and, 3) the decision to seek credit (persons with lower educational levels are most likely to take non-credit courses).

- .Sex does not play a major role in the decision to participate in educational activities, in the decision of whether or not to seek credit, in the decision of whether or not to attend on a full-time basis or in the choice of the type of institution to attend.

- .Race does not have a pronounced effect on participation, except with regard to the choice between credit and non-credit activities (Whites are more likely to engage in non-credit activities than credit activities while the opposite is true of minorities).

- .Personal income does not represent a major determining factor in the decision to participate in educational activities, in the decision of whether or not to seek academic credit, in the decision to engage as a full or part-time student, or in the choice of the type of institution to attend.

.Geographic location is related to 1) the decision of whether to seek credit (Chicago residents seek credit at a greater rate than do students from other areas of the State), and, 2) the decision to attend on a full or part-time basis (Chicago residents are most inclined to be full-time and Chicago collar residents are most inclined to be part-time).

With respect to the demographic characteristics, two areas were identified for future study. The effects of age and level of education will be further studied in an attempt to identify ways to provide adult learning opportunities for the older person and the less educated person.

The second question which prompted the study regarded programmatic barriers to participation of adults in educational activities. As mentioned in the second section of the report, only 2.3% of those not likely to participate in the future were knowingly precluded from doing so for reasons of cost, distance, or program availability. However, of those who did not intend to participate for other reasons, it is likely that some portion of them would find cost, distance, and program availability to be impediments.

Also, the study revealed that where one lives has little effect on participation. However, this analysis was done by dividing the state into four groups: Chicago, the Chicago collar, all other SMSA's and the rural regions. In attempts to insure programmatic access and choice for all citizens of the State it is important to gain an understanding of the effect of program location on participation. In order to do so, the staff, over the next few months, will conduct further analyses of these data by looking at more disaggregated geographic areas: Chicago, the Chicago collar, each of the other eight SMSA's and each of the three main rural areas. As the data allow, studies will examine these thirteen areas of the State in an attempt to determine the relationship of program availability to participation.

The third question cited as a reason for the study regarded characteristics of participation. The following are the general observations suggested by the survey results:

.There are significant relationships between the type of institution attended and 1) whether the student sought credit (non-credit students are heavily inclined to the non-collegiate sector), 2) the reasons for attending school (non-collegiate students are very much oriented to personal interest reasons but senior university students are most heavily oriented to job/career and degree completion reasons), 3) where the student lived during instruction (non-collegiate and two-year college students are more likely to live at home than are other students), and, 4) whether the student was full or part-time (part-time students are more likely to pursue instruction in the non-collegiate and two-year college

sectors than in the senior colleges).

.There are two meaningful differences between credit participants and non-credit participants. As noted above, non-credit participants are most often found in non-collegiate settings. And, credit participants are more likely to be full-time than are non-credit participants.

.Full and part-time students vary on four measures of participation. As noted above, full-time students are more likely to be credit seeking than are part-time students, and senior institution students are most likely to be full-time than are other students. Additionally, full-time students do not travel as far to the place of instruction and are less likely to live at home than are part-time students.

Since these observations are supported by empirical results and are intuitively sensible, further study does not seem warranted. The conclusions, however, may be of assistance to institutions for their planning purposes, and the detailed data could be made available for further analyses.

The final question posed at the outset of the paper addressed the plans of adults regarding future participation in education. As stated in the second section of the paper, 28% of the sample indicated a strong likelihood of participation during 1979-1980. This is similar to the 29% participation rate of the 1978-1979 year and suggests that approximately 28-30% of adult citizens of Illinois will continue to participate in educational activities.

In conclusion, it should be noted that this is a report primarily concerned with state-level issues. During the next few months additional studies as noted above will be based on these data. Moreover, these data can be made available to other agencies and institutions for more focused studies. Further analytical studies should continue to provide a clearer understanding of the nature of adult participation in Illinois' educational opportunities.